# Unit 12: The Cuisine of Your Country

## Delivery guidance

Food has always been a key factor in the hospitality industry. Tourists are being exposed to more and more different cuisines and are increasingly looking to experience authentic cuisine in the countries they visit. This unit will help your learners to become more familiar with the different styles and types of cuisine in your country, allowing them to research and plan menus that are authentic to the country's origins and meet the needs of the businesses in which they will be served.

This unit is also a practical unit. Learners are required to cook a range of authentic dishes that they have planned while demonstrating professional skills and behaviours. Learners are also required to evaluate their finished dishes using feedback and data from a number of sources.

To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, including the following.

- Discussions: for example, class and small group discussions on the history and influences of food from your country.
- Individual or group presentations: for example, to showcase the menus learners have produced.
- Demonstrations: for example, to showcase preparation and cooking techniques.
- Videos: to illustrate different styles and types of cuisine from your country.

Learners will benefit from the involvement of local hospitality businesses so that they can gain an insight into how they work. You could involve local employers by:

- inviting them as guest speakers
- inviting them to be members of the audience for learner presentations
- inviting them to contribute to case study or exemplar material
- inviting them to mentor learners.

### Approaching the unit

Learning aim A provides the basis for the unit. It allows learners to explore the history of and influences on the food in your country so that they can discover the huge range of styles and types of food available. Learners will be familiar with some of the more prominent dishes your country has to offer; this unit will allow them to broaden their horizons and investigate the food from lesser-known parts of your country as well as the lesser-known dishes.

Learners develop research skills that will allow them to plan a detailed and balanced menu which reflects a range of styles and types of dishes to meet the needs of the customer and business.

Learning aim B is largely practical. It introduces learners to equipment and commodities, preparation and cooking methods, and professional skills through the delivery of practical food preparation and cooking sessions. Learners will develop a range of professional skills

and attitudes which will enable them to prepare, cook and finish their proposed dishes to industry standards

Learning aim C focuses on the evaluation of the cooked and finished dishes. Classroom theory lessons and practical sessions will equip learners with the skills required to design, collect and collate feedback from peers, supervisors and customers. They will evaluate their own dishes based on this. Learners will also use this feedback to make recommendations on how they could improve their dishes.

## Assessment model

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|---|
| **A** Research and plan menus that reflect the styles of food and types of dishes that are prepared and cooked in your country | **A1** History and influences on food<br>**A2** Styles and types of food<br>**A3** Traditional food outlets and menus<br>**A4** Balanced menus that meet the needs of the business and customer | Portfolio of research into the different styles and types of authentic food from a range of sources.<br>Summary of the history of food in your country.<br>Planned menus that meet the needs of different businesses and customers. |
| **B** Demonstrate food preparation and cooking skills | **B1** Equipment and commodities<br>**B2** Methods of preparing, cooking and finishing dishes<br>**B3** Professional skills | Planning documentation for each dish.<br>Preparation and cooking of dishes according to selected menu.<br>Photographs of finished dishes. |
| **C** Evaluate the finished dishes | **C1** Evaluation criteria<br>**C2** Quality criteria<br>**C3** Apply feedback information | Evaluation of finished dishes using set evaluation techniques criteria to meet the needs of the business. |

## Assessment guidance

It is recommended that this unit is internally assessed through three assignments, one for each learning aim.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers. All learners must independently generate individual evidence that can be authenticated.

For learning aim A, learners need to show that they have carried out detailed research using a wide range of sources. It is likely that learners will evidence this using an annotated research portfolio which indicates the influences which have supported the development of the styles and types of cuisine from their country. Learners will use their research to develop menus that reflect local produce, traditional cooking methods and are balanced in terms of texture, colour and taste.

To achieve the higher grades, dishes must be nutritionally and financially sound and must meet the needs of the business and customers for which they were designed. The business and customer will be defined by the assignment brief, you can use the authorised assignment brief or design one of your own. Learners are required to independently carry out the research, build their research portfolio and plan their own menu.

For learning aim B, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in global cuisine and its requirements. Learners are required demonstrate food preparation and cooking skills as well as professional skills and behaviours. BTEC assessors will complete observation records. However, observation records alone are not sufficient sources of learner evidence; they must also be supported by the original learner-generated evidence such as planning documents (recipes and timings) for the production of their dishes.

Learners are encouraged to use digital media to record practical activities. This includes audio and visual recordings. Good examples of recordings are accompanied by a spoken narrative explaining the activity that learners are carrying out. The recordings must clearly identify the individual learners and again must be supported by learner-generated evidence.

For learning aim C, learners will have collected and used feedback to evaluate the dishes that they have prepared, cooked and finished. Learners could submit the evaluation and recommendations for improvement in the form of a report or presentation. They must collect the feedback independently and it must be attached to the learner's evaluations. Feedback forms, for example comment cards, can be designed collectively.

## Getting started

**This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.**

### Unit 12: The Cuisine of Your Country

**Introduction**

Begin by providing an overview of the unit, what your learners will study and how they will be assessed. This delivery guide assumes that learners have no prior knowledge of preparing, cooking and finishing the cuisine of your country.

### Learning aim A: Research and plan menus which reflect the styles of food and types of dish that are prepared and cooked in your country

- You could start this learning aim by asking learners about the types and styles of national cuisine that they have tried and their thoughts on the importance of and the demand for authentic food by international travellers.
- Use a presentation to help learners to understand the range of climatic and environmental conditions across your country as well as the different topographical features. You should include maps in the presentation. Ask learners how they think these different conditions affect the styles and types of food available across your nation.
- Ask learners to work in pairs to investigate how the different religions of your nation have had an impact on cuisine. They can just give a general overview. Learners to present their findings. Confirm findings with a brief presentation.
- A presentation will introduce learners to trade and industrialisation and, more importantly, their influence on your national cuisine. Briefly discuss how the industrial revolution started in the United Kingdom and then spread across the world, resulting in the migration of peoples. Ask learners to research the extent of the movement to and from your country and the outcome of this for the development of food styles. They could write a short report to collate their findings.
- Define imperialism and explain the early reasons for imperialism. Ask learners to work in pairs to investigate imperialism and the impact, if any, on your country. Learners could then present their findings to the group for discussion. The class could discuss the influence of imperialism on the foods of those nations involved (primarily yours, if affected). It may be useful to design a worksheet to record this information.
- Ask learners to research the range of food outlets where your cuisine is sold so that their menu reflects the styles and dishes that are sold in different outlets to different types of customers. Discuss learners' responses and ask them to consider the differences between the dishes sold within each of these outlets. Outlets could include: hotels, restaurants, pop-up/seasonal restaurants, cafés and coffee shops, takeaways and street food. Discuss the different types of menu available within these outlets, including: breakfast, lunch, dinner, afternoon tea, a la carte, table d'hôte, tasting. It may be useful to design a worksheet to record this information.
- In pairs, ask learners to investigate food from the different regions of your country. Learners should consider the outlets in which the food is typically sold so that their menus reflect the styles and dishes that are sold in different places and to different types of customer. They should also cover the range of menus previously discussed.
- Learners could present their regional food profiles to the class in pairs and the class can discuss the findings.

- Introduce the concept of a balanced menu. Ask learners to discuss the elements of a balanced menu. Discuss learners' suggestions. Confirm that these include:
  - taste
  - texture
  - colour
  - appearance
  - cost
  - seasonal, food provenance, food sustainability, organic
  - dietary requirements.
- In pairs ask learners to define what each of the elements of a balanced menu could mean in practice. You could design a worksheet that allows learners to capture their ideas. Discuss your learner's findings and agree on a definition for each element. Your learners will be able to use this information for developing their own menu proposals.
- Allow learners to practise planning and developing a menu that reflects the dishes and styles of your country. Provide formative feedback on learners' menus.
- Summarise the learning aim and check knowledge using a quiz or written test.
- Allow learners time to build their portfolios of evidence.
- Issue the assignment brief and learners can start planning their menus.

**Learning aim B: Demonstrate food preparation and cooking skills**

- You can start this learning aim by asking learners to research the large equipment used in the preparation and cooking of your country's cuisines. Discuss the use of each of these. You could design a worksheet to capture this information, especially if learners have no previous food preparation and cooking experience.
- Continue the theme by asking learners to research the small equipment used in the preparation and cooking of your country's cuisines. Discuss the use of each of these. You could design a worksheet to capture this information, especially if learners have no previous food preparation and cooking experience.
- Use demonstrations and practical activities to teach the learners how to use both large and small equipment. This could also be done through work experience.
- Use a presentation to introduce learners to the main commodities, for example, grains, meat, fish, seafood, poultry, eggs, vegetables and fruit used in your country's cuisine. Ask learners to investigate where examples of each of these commodities are sourced, the main quality points and how these should be stored. Check learning and use a presentation to provide the same details for less common commodities. It may be useful to design a worksheet to record this information.
- Use demonstrations and practical activities to introduce learners to the different preparation methods and allow them to practise their skills.
- Discuss the main storage methods (ambient, chilled and frozen) and the temperatures and conditions that must be maintained in order to maintain hygiene standards. It may be useful to design a worksheet to record this information.

- Continue to discuss the different preparation and cooking methods used in your country's cuisine. You could produce a series of worksheets that capture the details. Discuss and demonstrate each method and allow learners to practise their skills.
- Ask learners to list the skills and behaviours that they think all kitchen professionals should have. Learners to feed back, check responses and discuss:
  - organisational and time planning
  - attitude
  - appearance, uniform and personal presentation standards
  - maintenance of health, safety and hygiene
  - communication
  - teamwork.
- Discuss the different finishing methods and techniques used in your country's cuisine. Discuss and demonstrate each method, allowing learners the opportunity to practise their skills.
- Summarise learning for the learning aim by designing a written test for knowledge gained and a formative assessment of professional skills and behaviours.
- Issue the assignment brief and assign time for practical assessments.

## Learning aim C: Evaluate the finished dishes

- You can start this learning aim by introducing the learners to the concept of using evaluation criteria to determine the success of a product.
- Use a presentation to define 'qualitative' evaluation methods. Explain that qualitative data is collected through direct or participant observation, interviews, focus groups, case studies and from written documents. Analysis of qualitative data includes examining, comparing and contrasting, and interpreting patterns.
- Continue to define 'quantitative' evaluation methods. Explain that quantitative data is collected through surveys, experiments or numerical analysis of other sources.
- Explain how both methods are used to evaluate products and services, providing examples of when each method is best used and why.
- Use a class discussion to decide the quality criteria against which the dishes produced by the learners will be assessed. Some of the suggested quality criteria might not work for every situation, for example, customers cannot evaluate the cost of dishes and timings, as this can only be done by assessors.
- Discuss how appearance, taste, colour, texture and presentation can all be assessed by customers and should form the basis of all customer and peer reviews.
- Discuss the different ways that learners could collect feedback, including comment cards, reviews, supervisor/line manager/colleague feedback, dish analysis sheets and customer feedback.
- Use a presentation to illustrate what the feedback/comments cards should contain and how learners can collate the data and evaluate it.
- Provide examples of different types of feedback/comment cards if possible. Put learners into pairs and get them to design examples of a comment card and a dish analysis sheet to use for the evaluation of dishes.

- Learners can present their designs to the class for discussion. They could choose the best design to use for the learning aim C assignment tasks.
- Learners should taste the dishes they cook during their practice practical sessions. Learners could use comment cards and dish evaluation sheets to record their feedback. Learners can then use this feedback to practise writing their evaluative report.
- Summarise learning for the learning aim and check understanding by checking practice evaluative reports and setting a quiz to test underpinning knowledge.
- Issue the assignment brief and allow time for completion.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 11: Contemporary Global Cuisine
- Unit 13: European Cuisine
- Unit 29: Asian Cuisine.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

### Textbooks

Booth, S., *Food of Japan*, Grub Street, 2002, ISBN: 9781904010210

Boundy, A. *Terrific Tapas Recipes: A Complete Cookbook of Snack & Appetizer Ideas!*, independently published, 2019, ISBN: 9781694193537

Brissenden, R., *South East Asian Food*, Grub Street, 2003, ISBN: 9781904010425

Chamberlain, L., *Russian, Polish & German Cooking*, Lorenz Books, 2017, ISBN: 9781844774548

Chamberlain, L., *The Food and Cooking of Eastern Europe*, Southwater, 2015, ISBN: 9781780194059

Hara, R., *International Cuisine: Japan*, Hodder Education, 2006, ISBN: 9780340905777

Hara, L., *The Japanese Larder: Bringing Japanese Flavours into Your Everyday Cooking*, Jacgui Small, 2018, ISBN: 9781911127628

Hom, K., *Foolproof Asian Cookery*, BBC Books, 2003, ISBN: 9780563488699

Hsiung, D., Simonds, N.and Halsey, K., *The Food of China* (The Food of Series), Whitecap Books Ltd, 2001, ISBN: 9781552852279

Jaffrey, M., *Madhur Jaffrey's Foolproof Indian Cookery*, 1st Edition, BBC Books, 2001, ISBN: 9780563537373

Ramsey, G., Abery, L. and Lee, E., *Gordon's Great Escape:100 of my favourite Southeast Asian recipes*, HarperCollins, 2011 ISBN: 9780007267040

Ray, V., *The Best Greek Recipe Book*, independently published, 2019, ISBN: 9781080300143

Roden, C., *The Food of Spain*, Michael Joseph, 2012, ISBN: 9780718157197

Roux, M., *The Essence of French Cooking*, (1st Edition), Quadrille Publishing Ltd, 2014, ISBN: 9781849493802

Solomon, C., *The Complete Asian Cookbook*, Hardie Grant, 2017, ISBN: 9781743791967

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